

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents conclusions and suggestions. The conclusion presented in the first section, while the suggestion in the last section of this chapter. The conclusions were drawn from summarizing the research their findings and interpretations in the previous chapter. The suggestions were written for those who were interested in students' perception of teacher's written feedback.

5.1 Conclusions

From the findings in the previous chapter, the conclusion could be drawn as follows:

1. This research focuses on students' perception of teacher's written feedback in writing a descriptive text. The responses were obtained from a close-ended questionnaire distributed to 29 students. There were 10 statements and four indicators, including students' perceptions of the forms of feedback, the clarity of feedback, the students' feelings after accepting feedback, and students' actions after accepting feedback. The questionnaire revealed that the majority of the students gave a positive perception. When the teacher gave the written feedback, the students preferred the teacher to use colored pens to underline, highlight, and circle their mistakes. This made the teacher's written feedback easy to read and understand. The

students agreed that they became more motivated to learn how to write better and could increase their knowledge and scores in writing.

2. The researcher conducted interviews to obtain the supporting data, reasons why the students perceived the feedback the way they did. From the data obtained, it can be concluded that there are some reasons why the students had a positive perception of the teacher's written feedback. The first reason is teacher's written feedback was an important aspect of the learning process. The second is the written feedback enable the students to identify their errors and avoid repeating them in the future. The next is that the students believed that teachers' written feedback could increase their self-awareness, and motivate them to write better in the future. The last is that the students believed that the teacher's written feedback could increase their grades in writing.

5.2 Suggestions

Based on the conclusions in the previous section, three suggestions are presented. These suggestions are directed to teacher, students, and further researcher who may be interested in and may implement the findings regarding students' perception of the teacher's written feedback. The suggestions are follows:

1. Teachers have a big role in facilitating students in learning to write. The researcher would like to suggest to teachers that they should be able to increase students' enthusiasm and interest in writing. In addition, teachers

should be able and innovative in providing appropriate feedback to students' needs. They can enhance their written feedback by providing more details of their errors so that the students know what they need to do to improve their writing.

2. The findings of this study can also benefit students in that they can improve their writing abilities by receiving the teacher's feedback. Students are expected to be able to learn from their grammar mistakes in writing so that they can avoid the same mistakes in the future. In addition, the students need constant practice to develop their ideas when they are writing and to actively revise their writing. They should employ the teacher's written feedback in doing so.
3. Findings from this research can provide an avenue for other researchers to conduct research on teachers' written feedback at different grade levels and learning topics. They can also investigate the relationship between encouragement provided by teachers' written feedback and the improvement of students' writing.